

## INSIDE

**2**

**Annette Breaux  
Event Registration**

**3**

**Leadership:  
Time for Action**

**4**

**IPLA Profile  
Alumni Update**

**5**

**Communication:  
What is ACCESS?**

**Books for Leaders**

**Quote Corner**

**6**

**Cultural Competency  
Event Registration**

**7**

**Special Alumni  
Event**

**8**

**Calendar  
IPLA Staff**

## > TEACHING & LEARNING

### **This Is Science: Don't Take My Word for It. Try It Yourself!**



*An annual trip to the Amazon reveals the joy of scientific discovery, a joy that Milken Educator Rick Crosslin says can be experienced by anyone, anywhere.*

*By Rick Crosslin*

The little boy was pulling a net into his canoe and searching for fish when we approached. He looked up at our canoe, full of American teachers and students, and fear spread across his face. He threw down the net, picked up his paddle and raced to his father's side, screaming. His father reassured him that we meant no harm. The screaming stopped, and with his father at his side, he greeted us with a nervous wave.

This was not the reception we had expected on our expedition to the Amazon River. We were prepared for excitement and discovery. We had not planned to frighten small children.

The mystery was solved at the next stop along the river. At a one-room school, we learned that the day before, a team of Brazilian health workers had traveled this same small river. At each hut along the river they stopped to collect blood for a malaria study. The young boy thought we were part of the team coming back for more of his blood!

I have met many Brazilian children on my annual eco-tourism trips to the Amazon River. Each expedition has included teachers and former students who share my interest in learning about our amazing world. It doesn't matter if you are in your backyard, your classroom or in the Amazon rainforest—you can enhance your experience with a little science.

### **SPARKING INTEREST**

Science is meant to be explored using all of your senses, and when you're sleeping in a hammock in a rainforest filled with the sounds of exotic insects and odors you've never smelled before, your senses come alive. Your mind quickly starts

*(continued on page 7)*



Only 50 Seats  
Available

indiana principal leadership academy

# Annette Breaux

## Teacher Induction Programs

**April 26, 2006**

**At Sheraton Indianapolis Hotel / Keystone at the Crossing**  
**8:30–11:30 AM for Secondary Administrators**  
**1:15–3:30 PM for Elementary Administrators**

A former classroom teacher and curriculum coordinator, Annette Breaux now serves as the Teacher Induction Coordinator for Nicholls State University in Thibodaux, Louisiana. Annette also developed the FIRST Program, an induction program for new teachers hailed as one of the best in the country. The program has been so successful in training and retaining new teachers that the Louisiana Department of Education has adopted it as a statewide model.

This is an RSVP event. Seats are limited to the first 50 to respond. Please complete the registration form below and return it with a check or P.O. made out to the IPLA Alumni Association.

**Check one:** ☐ Secondary - AM ☐ Elementary - PM

**Name** \_\_\_\_\_ **For Tag** \_\_\_\_\_

**Position:** \_\_\_\_\_

**School Name** \_\_\_\_\_

**School Address** \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

**Phone** \_\_\_\_\_ **E-Mail Address** \_\_\_\_\_

**Corp/Organization Name** \_\_\_\_\_

**Corporation Address** \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

**Phone** \_\_\_\_\_ **E-Mail Address** \_\_\_\_\_

**Home Address** \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

**RSVP by April 1, 2006.**

Your fee of \$50.00 will cover your registration  
and cost of food at break.

**Mail registration form to:**

**Krista Orton - IPLARoom 229, State House**  
**Indianapolis, IN 46204**

**Telephone: (317) 232-9004 Fax: (317) 232-9005**

Please check method  
of payment.

☐ Check # \_\_\_\_\_

☐ PO # \_\_\_\_\_

Make checks payable to:  
IPLA Alumni Association



# A Time for Action

This article is an excerpt from *Educating School Leaders* written by Arthur Levine.

The field of educational administration is deeply troubled. Its purposes are muddled and have been since its inception. In a search for greater acceptance within the university, it has turned away from professional education in favor of the arts and sciences model of graduate education, and it has attenuated its ties with practitioners and practice, hoping to win the approval of the scholarly community. The result is a field rooted neither in practice nor research, offering programs that fail to prepare school leaders for their jobs, while producing research that is ignored by policy makers and practitioners and looked down on by academics both inside and outside of education schools. As a field, despite some strong programs around the country, educational administration is weak in its standards, curriculum, staffing, the caliber of its student body, and scholarship. Its degrees are low in quality and inappropriate to the needs of school leaders.

These weaknesses are exacerbated by public school policies that tie teacher and administrator salaries to longevity on the job and the accrual of graduate credits and degrees. Such incentives have helped to create an army of uninterested students, expanded the number of low-quality off-campus educational leadership programs, and spawned degree inflation. These policies have helped foster an environment in which low-quality programs threaten to drive out high-quality programs. It is a race to the bottom in which educational leadership programs are forced to compete against one another to attract students by offering easier and cheaper programs. The image that comes to mind is something out of *The Wizard Oz*, a wizard or university granting an endless number of scarecrows the equivalent of honorary degrees.

Universities themselves have diminished the quality of their educational administration programs in two ways. Some treat their leadership programs as cash cows, taking much-needed education school revenues and redistributing them to what they view as more promising campus units. Others, while not actively draining resources from their education schools, neglect to supplement their funding, even though education schools tend to be among the least affluent units on campus, enjoying less external funding and benefiting from fewer wealthy alumni than do most other parts of the university. Either way, educational administration programs are forced to reduce costs and increase revenues by raising student enrollments, lowering admission standards, and hiring low-cost part-time faculty.

Britain's National College for School Leadership offers a model of what our educational administration programs might look like. For instance, American programs could abandon their traditional dichotomy of pre-service and in-service instruction — classifications that are too broad and unfocused to meet leaders' needs. They could redesign the course calendar, program length, and content organization, breaking down the boundaries needlessly imposed by the academy's semester system — by which three hours a week of instruction for 15 weeks earns three credits, and 36 credits (more or less) earns a master's degree. Indeed, 15 of the 25 educational administration programs that we visited during our study were already experimenting with nontraditional program formats, taking advantage of intensive weekend, summer, and in-school instruction.

Such a program would represent a dramatic, but achievable, improvement over the ways in which school leadership programs currently operate. It would require educational administration programs, the universities that house them, and the states and school districts that hire their graduates to act in concert. Each would need to eliminate the practices in its area that diminish leadership program quality; together they could address the range of conditions that give rise to and support current realities.

Universities, policy makers, and school systems should pursue three strategies for improving the preparation of school administrators: Eliminate the incentives that promote low quality in educational leadership programs; enact high standards and, when necessary, close inadequate programs; and redesign curricula and degree options to make them more relevant to the needs of principals and superintendents.

*For more information on this and other articles on educational leadership, please visit The Wallace Foundation website at [www.wallacefoundation.org](http://www.wallacefoundation.org). If you would like a copy of the article, please contact IPLA.*







## IPLA Profile—Kathleen Placke

*Principal, Batesville Primary School, Batesville Community Schools*

### What was your IPLA experience like?

Endless challenges. . . focused vision. . . positive, supportive culture. . . strengthening leadership skills of principals. . . cutting edge theory and practice. . . in flight adjustments. . . HDA's. . . team building. . . professional networking. IPLA has remained true to its mission and core values over the last twenty years. The leadership and the organization itself really do "walk the talk".

My experiences with IPLA have always been valued learning ones. I leave each Winter Conference or learning activity energized and challenged to go back to my home school and dig in anew. Networking with so many talented professionals from throughout the state renews my belief that the children of Indiana are in very caring, knowledgeable, capable hands.



### What is your connection to IPLA?

As a member of Group VI, I began a professional and personal journey that has lasted almost two decades. I have been a member of the Alumni Board since graduating from the Academy and served as Board President for two years. Working with the members of the board has been refreshing, rejuvenating, very valuable and just fun. I particularly value helping to organize the Winter Conferences each year. Even though I have been on that committee for almost 15 years, I learn so much personally behind the scenes and during the conference sessions. This summer I am looking forward to a new challenge by joining the Facilitation Team for Group 44.

### What is your philosophy of education or leadership?

First and foremost, keep your focus on the child.

The three big ideas that drive a Professional Learning Community:

- clarity of purpose—to ensure high levels of learning for all students
- collaborative school climate – schools improve when teachers are given time and support to work together
- focus on results – measure effectiveness on the basis of results rather than intentions.

Many years ago I heard Mike Vance of Norris Food Services, Inc. talk about leadership and one of his quotes seemed to crystallize for me the leadership traits embodied in a continuous improvement atmosphere:

"Leadership is the ability to establish standards and manage a creative climate where people are self-motivated toward the mastery of long term constructive goals, in a participatory environment of mutual respect, compatible with personal values."

The principal's role is to ask the questions, to stretch the boundaries and to support the journey of exploring the challenge of helping each child and adult grow in his/her learning.

### What is your favorite quote?

"The future belongs to those who believe in the beauty of their dreams."

—Eleanor Roosevelt

"Don't limit a child to your own learning, for he was born in another time."

—Authors unknown to me

## Alumni Update "An Alternative To Retirement"

*by Paul Tunnell*

I wasn't really sure what retirement would be about, but when August of 2001 came, I thought it might be the right time. After completing thirty years as a principal in Indiana, I was willing to give it a try. I remember writing in my daily planner on September 11, 2001...Stain the Deck. It seemed so awkward making that entry, as my daily calendar for thirty years had been filled with much more important work to accomplish. I remember the sky that morning was the most brilliant blue I had ever seen. I set up a small TV on the deck, knowing the job would take most of the day. Within a few minutes, I began to watch the horror unfold from New York City. I knew too soon, that retirement would become much more than staining decks.

During the next few weeks, I accepted an Interim Principal Position for the remainder of the school year. What a tremendous experience I would have missed by saying: "Sorry, but I'm now retired." The IPLA Experience has been a great wake-up call in reminding me the importance of serving others. Being a graduate of Group 3, the Advanced Academy, and facilitator for Groups 33, 34, and now 42, I am convinced that one of the highest callings we can receive is to serve our fellow colleagues. Recently, the IPLA Coaching Initiative has begun to provide our principals with a professional and trusted confidant to serve them; something I never experienced having as a principal. Receiving training as a coach to serve our IPLA Principals has been an exciting and adventuresome experience. Being invited and called upon to serve, especially after retirement, is an awesome and invigorating opportunity.

It's been just a little over four years since standing on that deck, and yet, I suspect the journey has only begun.



### What is unique about your school, corporation, or company?

Batesville Primary School staff and students are committed to the pursuit of excellence. We have been working through the Baldrige Continuous Improvement Process to align our goals from the corporation level to the building level to the classroom level to achieve focus and synergy. In our old system, we were focused mostly on the teaching aspect, now we have made a major shift and the emphasis is on the learning of each child.

We manage the building processes through Power Cycle committees manned and lead by teachers. Through our assessments and instruction we are becoming more and more focused on how we do our business. An example: At the primary level we are very focused on reading. All the staff has been trained in Lindamood-Bell instructional strategies and, we have worked to translate this clinical model into a classroom instructional model. Student achievement and progress is checked regularly as well as the effectiveness of the program through such tools as DIBELS and NWEA. Collaborative teams review data from these common assessments and identify students who need additional time and support. We are working to create a systematic approach to addressing the needs of struggling children.



## > COMMUNICATION

### Indiana Students have ACCESS! What is ACCESS?

**A**CCESS is a program to give students daily access to computers in classrooms. While many schools have large numbers of lab computers available, students' access to them is limited by scheduling, location, and other constraints. The solution: Computers in the classroom.

When Department of Education staff began working with local schools to develop this program, several issues presented themselves as virtual "show stoppers". Foremost among these issues was cost. If the objective was to make technology available broadly in the classroom, how could Indiana's local schools afford it? IDOE staff examined various models that existed, including laptop solutions. While many of the models held the promise of improved student achievement, cost factors pushed the deployment/refresh cycle out to a 25 year program.

Working on the principle that any program that had a reasonable chance of succeeding must be both affordable and sustainable, staff members began to explore hardware and software options. The result is the Indiana ACCESS program. Designed to use commodity-priced hardware along with no cost/low cost software, ACCESS promises to deliver on the potential of technology in the classroom. Low price-points for hardware and commonly available "open systems" software make ACCESS a viable program.

#### Eight Guiding Principles for ACCESS:



1. Affordability
2. Sustainability
3. Repeatability
4. Flexibility
5. Openness
6. Compatibility
7. Commonality
8. Scalability

During the 2005-2006 school year, over 30,000 Indiana high school students will have access to the technology on a daily basis. Initial deployment is in English language classrooms, with limited pilots operating in both biology and social studies.

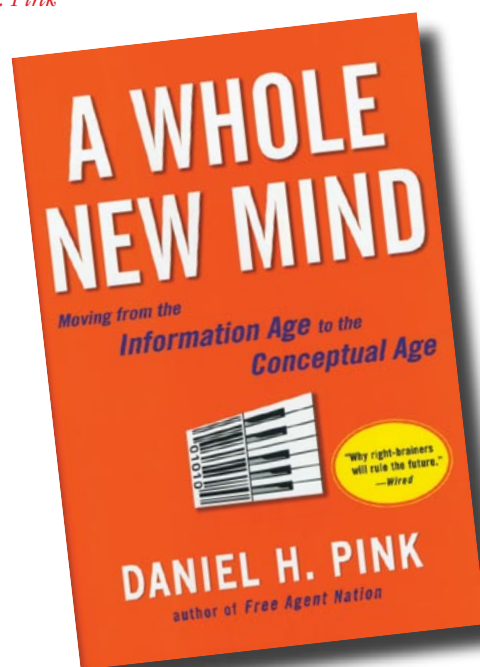
Careful attention is being given to identifying success factors in existing programs. Areas under examination include identifying adoption success factors, both at the school and teacher levels. In this third year of pilots, administration of large scale implementations is also being examined. Three (3) models for scalable administration are being tested.

The ACCESS program is designed for and relies on technology innovation. Should viable laptop systems become available at a price point that satisfies program requirements, schools will have the option of multiple hardware platforms. Also, as more applications are made available in open systems formats, schools will have increased choices.

## BOOKS FOR LEADERS

### A Whole New Mind – Moving from the Information Age to the Conceptual Age

by Daniel H. Pink



**T**his groundbreaking guide to surviving, thriving, and finding meaning in a world rocked by the outsourcing of jobs abroad and the computerization of our lives will expand your mind and enrich your life. Pink reveals the six essential aptitudes – Design, Story, Symphony, Empathy, Play and Meaning – on which professional success and personal fulfillment now depend. We are in the "Conceptual Age" where left-brained thinking is no longer sufficient, instead we need a "whole new mind" using both sides of the brain. This book will stimulate conversation about what and how we lead our schools.

## QUOTE CORNER

*"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."*

Martin Luther King Jr.



The Indiana Wallace State Team (SAELP) and Fort Wayne  
Community Schools (LEAD) invites you to attend

# Cultural Competency

**As Part of School Improvement**

**March 3, 2006**

**Hilton Indianapolis North**

8181 North Shadeland Ave.

Indianapolis, Indiana 46250

**8:30 a.m. - 4:00 p.m.**

**Leadership for Learning... Moving Toward Cultural Proficiency**

**Featuring:**

**Robert E. Knowling Jr.** — Nationally known business leader and former CEO of the Leadership Academy, City of New York Department of Education

**Mona Golabek** — Grammy Nominated concert pianist and internationally acclaimed co-author of *The Children of Willesden Lane*

**Jane Foley** — 1994 Milken National Educator Award winner from Indiana and Senior vice president at the Milken Family Foundation

*A continental breakfast and lunch will be provided*

This summit is designed to bring together key educational stakeholders who desire to address the issue of cultural competency and school leadership. School districts are asked to bring a team of participants, that may include the superintendent, human resources director, school board member, principal, teacher, and community member.

Name of Attendee \_\_\_\_\_

School or Organization Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Email Address \_\_\_\_\_ Phone \_\_\_\_\_

**300 seats are available to the first that respond!**

*Supported by Fort Wayne Community Schools (LEAD) and the Indiana Wallace State Team (SAELP) through the Wallace Foundation*





(SCIENCE continued from page 1)

to fill with questions, and for an educator, one of the best ways to find answers is to conduct your own investigation. This enables you to apply what you have taught in the classroom to what you see outside.

I have found many opportunities in the Amazon rainforest to apply fourth-grade science. When I observe that the tips of certain leaves come to a sharp point, it makes me wonder why. Then I remember that plants have undergone adaptations to help them survive. That the sharp tip of a leaf allows water to run off quickly is an example of a science concept I have taught in my classroom.

Science sparks interest in students who are often turned off by books and lectures. Science is about the things in this world that grab our attention. It has the power to hold our interest and challenge us to want to know more. Science motivates students to find answers to questions they have about our world.

As educators, we often search for ways to individualize our students' learning. Scientific investigations can match a child's interest in a way that is both educational and fun.

## SOLVING MYSTERIES

In addition to our trips to the Amazon, my work at The Children's Museum in Indianapolis has provided me with rich resources to help foster interest in scientific discovery among students and teachers. I created a program called CSI: Curious Science Investigators for elementary students and teachers, in which students use science skills to solve a mystery. When children work together on science activities, their learning is enhanced. The same approach applies to teachers. Earlier this year, 14 teachers flew with me on a plane to the prairies of South Dakota for the 2005 Children's Museum Dinosaur Dig. Looking down from 36,000 feet at the seemingly endless dry plains that had been relatively undisturbed for 65 million years, it was as if we were headed back in time to the end of the Cretaceous Period. A few hours later, our group of teachers were carefully digging and sifting through this very same dirt in search of fossilized dinosaur bones.

This is what I call hands-on science. The expedition allowed us to be paleontologists: in other words, to *practice* the science that we teach.

## NURTURING NATURAL CURIOSITY

To be honest, science scares most people—even elementary teachers. But we didn't start that way. We started as infants exploring the world: finding our hands, taking our first steps, testing, trying and learning from our observations. We started school with a capacity to wonder. Each day was filled with new discoveries.

Science standards direct us to "raise questions about the natural world." Young children come to school with an open mind to investigate, discover, and explore. This is the age when they innately know how to "think like a scientist."

Then, sometime around the third grade, something happens: science becomes boring. Children are taught to turn off scientific observation. Science becomes something that seems unconnected to a child's daily life. It is perceived to be hard and filled with a bunch of "know-it-alls" using big words.

How do many of our schools respond? In many classrooms, the response is to turn science into a reading and vocabulary program.

Don't let this happen in your school. The best way to nurture a child's natural curiosity is for teachers to join their students in asking questions about our world. Science should not be a spectator sport. I believe that you should be an active participant in making discoveries. It's a subject that demands that teachers and students ask questions about what they see, do and learn. You do not need to be an expert in physical, earth or life sciences to make science education a part of your life. All you really need is a desire to ask questions and a way to find answers.

All of us have a natural curiosity about the mysteries we encounter in our classrooms, backyards and even the Amazon. This curiosity can help you solve these mysteries as you share your discoveries with students and other teachers.

My passion and love for science are expressed in the following phrase:

**This is science: Don't take my word for it. Try it yourself!**

This has become my motto for working with students and teachers. I hope it becomes yours.

For more information on how to make science come alive in your classroom or to join a future expedition, contact Rick Crosslin at [rickc@childrensmuseum.org](mailto:rickc@childrensmuseum.org)

You can read about the 2005 Amazon River Expedition at: <http://education.indiana.edu/~educalum/amazon.html>

You can learn about the Children's Museum Dinosaur Dig at <http://www.childrensmuseum.org/dinodig/index.htm> or the CSI: Curious Science Investigators project at <http://www.childrensmuseum.org/museumport/>

## Special Alumni Event

**Steve Barone "The Language of Leadership"**  
**April 24th, 2006 9:00 A.M. to 3:00 P.M.**

Name: \_\_\_\_\_

IPLA Group #: \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_

\$50 (Checks Only, made payable to IPLA Alumni)

Send payment to Troy Watkins at:

151 West Ohio St., Rm. 229 State House  
Indianapolis, IN 46204

If you have any questions email Benji Betts at:  
[bbetts@doe.state.in.us](mailto:bbetts@doe.state.in.us)



**INDIANA DEPARTMENT OF EDUCATION**  
**Indiana Principal Leadership Academy**

Room 229, State House  
Indianapolis, IN 46204-2798

**PRESORTED**  
**FIRST-CLASS MAIL**  
**U.S. POSTAGE PAID**  
**Indianapolis, IN 462**  
**Permit No. 7374**

**C  
A  
L  
E  
N  
D  
A  
R**

<b>February 14-15, 2006</b>	Groups 41 and 42 Sessions Sheraton Indianapolis Hotel and Suites
<b>February 14-15, 2006</b>	Annette Breaux Teacher Induction Programs
<b>April 26-27, 2006</b>	Groups 42 and 43 Sessions Sheraton Indianapolis Hotel and Suites
<b>March 3rd</b>	Bob Knowling, Mona Golabek, and Jane Foley—Wallace Foundation Cultural Competency Summit

## IPLA STAFF

**Dr. Kay Harmless**

Executive Director

kharm@doe.state.in.us

**Benji Betts**

Associate Director

bbetts@doe.state.in.us

**Cindy George**

Program Coordinator

cgeorge@doe.state.in.us

**Krista Orton**

Financial Officer

korton@doe.state.in.us

**Maggie McGrann**

Administrative Assistant

mmcgrann@doe.state.in.us

For more information on the  
**Indiana Principal Leadership Academy**,  
call 317-232-9004, fax 317-232-9005  
or visit [www.doe.state.in.us/ipla](http://www.doe.state.in.us/ipla)

**Andy Roberts**, *Special Edition* Designer, [andy@tangentialnet.com](mailto:andy@tangentialnet.com)